

Section IV — Acknowledgments and Recognitions

Districts and campuses can receive rewards other than high ratings for high performance on AEIS performance indicators. These include recognition of high achievement on other indicators not used to determine ratings, exemptions from regulations and requirements under specific conditions, and potentially, monetary awards delivered through statutory rewards programs.

Additional Indicator Acknowledgment

Overview

Districts and campuses will be acknowledged for high performance on Additional Indicators. Additional Indicators do not affect accountability ratings. Any district or campus that is rated *Academically Acceptable* or *Acceptable* or higher may be considered for acknowledgment on Additional Indicators.

In 1997, Additional Acknowledgment will be awarded on two indicators:

College Admissions Testing Results; and
TAAS / TASP Equivalency; and

Categories of acknowledgment used in 1997 are:

<i>Acknowledged</i>	the school or district has performance results to be evaluated and has met the acknowledgment criteria;
<i>Does Not Qualify</i>	the school or district has performance results to be evaluated but did not meet the acknowledgment criteria;
<i>Not Applicable</i>	the school or district does not have performance results to be evaluated on this Additional Indicator; or
<i>Not Eligible</i>	Districts initially rated <i>Academically Unacceptable</i> , or campuses initially rated <i>Low-performing</i> , are ineligible for Additional Acknowledgment on any Additional Indicators. To have initially earned the lowest rating means that the district or campus failed one or more <i>Acceptable</i> base

Table 3: ADDITIONAL ACKNOWLEDGMENT STANDARDS FOR 1997

	Acknowledged	Does Not Qualify	Not Eligible	Not Applicable
Class of 1996 College Admissions Tests				
Percent Tested	at least 70.0% of graduates must have taken the SAT I or ACT (all students and each student group *) AND ↓	fewer than 70.0% graduates took the SAT I or ACT (all students and each student group *) OR ↓	schools either initially or finally rated Low-performing and districts initially or finally rated Academically Unacceptable	schools and districts without graduates and schools rated under the alternative education accountability procedures
Percent Scoring at or above the Criterion Score <ul style="list-style-type: none">SAT I: 1110ACT Composite: 24	50.0% or more of examinees must have met or exceeded the criterion score (all students and each student group *)	fewer than 50.0% of examinees met or exceeded the criterion score (all students and each student group *)		
Class of 1996 TAAS / TASP Equivalency				
Percent Meeting Equivalency Standard	at least 80.0% of graduates must have met or exceeded the TAAS / TASP equivalency standard (all students and each student group **)	less than 80.0% of graduates met or exceeded the TAAS / TASP equivalency standard (all students and each student group **)	schools either initially or finally rated Low-performing and districts initially or finally rated Academically Unacceptable	schools and districts without graduates and schools rated under the alternative education accountability procedures

* Student groups are African American, Hispanic, and White.

** Student groups are African American, Hispanic, White, and Economically Disadvantaged.

Overview (cont.)

Not Eligible (cont.)

indicator standards. Even if Required Improvement was later met to raise the rating, Additional Acknowledgment is not awarded.

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Notification of acknowledgment will occur simultaneously with notification of the accountability ratings. For most schools and districts this date is August 1, 1997. For schools and districts with a *Delayed* rating in August, the date is September 1, 1997.

Table 3 details the acknowledgment standards for all 1997 Additional Indicators.

College Admissions Testing Results

Performance for the class of 1996 is evaluated on college entrance examinations: the SAT I administered by the College Board, and the ACT, administered by the American College Testing Program. The following information applies:

Only districts and campuses with graduates can be evaluated on this Additional Indicator.

Both the percent of graduates tested and the percent of test takers scoring at or above the criterion score (either 1110 on the SAT I total, or 24 on the ACT composite) are used. Special education graduates are excluded from these calculations. Note that the criterion score for the SAT I has been modified to reflect the recentering of the test, and that the second measure is now based on test takers rather than graduates.

If a student has taken the examination more than once, only the most recent test score is provided by the College Board and ACT to the Texas Education Agency. For the SAT I, the most recent score as of March 31 is provided; for the ACT, the most recent score as of June 30 is provided. These dates may change in future years.

If a student has taken both the SAT I and the ACT, the information is merged so that unduplicated counts of students are used. If the student scored above the criterion on either the SAT I or ACT, that student is counted as having scored above the criterion.

The College Board and the American College Testing Program consider the Texas Education Agency to be a user of college admissions test scores. The agency is not authorized to modify the information it receives.

In 1997, examination results evaluated are for the class of 1996. Percentages are determined using the following equations:

$$\frac{\text{Number Taking either the SAT I or the ACT (Class of 1996)}}{\text{Total Non-Special Education Graduates (class of 1996)}} \\ \text{AND} \\ \frac{\text{Number Scoring at or above Criterion Score (Class of 1996)}}{\text{Number Taking either the SAT I or the ACT (Class of 1996)}}$$

All calculations are rounded to one decimal place.

College Admissions (cont.)

All students results are always evaluated, no matter the number of graduates or examinees. Whether individual student groups are evaluated depends on their meeting small numbers criteria. (See Section V, *Special Issues and Exceptions* for those criteria.)

CAUTION: The school to which a score is attributed is identified by the student taking the test. Schools are encouraged to verify campus summary information on the SAT I and ACT as soon as the information is received. Any discrepancies should be reported to the testing companies since corrections must be made prior to the data transmissions made in late fall to the Texas Education Agency. The testing companies finalize results for their yearly summaries near this date. Any subsequent testing or error correction will not be reflected in any national, state, district, or school results released.

STANDARDS FOR ACKNOWLEDGMENT ON COLLEGE ADMISSIONS TESTS

- ★ *For acknowledgment on this indicator, class of 1996 examinees on either the ACT or the SAT I must represent 70.0 percent or more of the non-special education graduates, and 50.0 percent or more of those examinees must have scored at or above the criterion score (either 1110 on the SAT I Total or 24 on the ACT Composite). Standards must be met for total students, and for each student group meeting minimum size requirements.*

TAAS / TASP Equivalency

The performance evaluated will be the percent of graduates who performed well enough on the exit-level TAAS as first-time test-takers to have a 75% likelihood of passing the Texas Academic Skills Program (TASP) test. The TASP is given to all students enrolled in publicly funded Texas institutions of higher learning. To be counted for this indicator, a student must have achieved the following standards on all TAAS subject tests:

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| READING: | a reading TLI of X-81, or higher; |
| MATHEMATICS: | a mathematics TLI of X-77, or higher; and |
| WRITING: | a scale score of 1540 or higher on the writing test. |

Only districts and campuses with graduates can be evaluated on this Additional Indicator.

TAAS / TASP (cont.)

In 1997, results evaluated are for the class of 1996. Percentages are determined using the following equation:

$$\frac{\text{Number of Non-special Education Graduates (class of 1996) Meeting all TAAS / TASP Equivalency Standards on their First TAAS Exit-level Administration}}{\text{Number of First-time Tested Non-special Education Graduates (class of 1996)}}$$

All calculations are rounded to one decimal place.

All students results are always evaluated, no matter the number of graduates. Whether individual student groups are evaluated depends on their meeting small numbers criteria. (See Section V, *Special Issues and Exceptions* for those criteria.)

STANDARDS FOR ACKNOWLEDGMENT ON TAAS / TASP EQUIVALENCY

- ★ *For acknowledgment on this indicator, 80.0 percent of all 1996 first-time tested, non-special education graduates must meet or exceed the TAAS / TASP equivalency standards. Standards must be met for total students and for each student group meeting minimum size requirements.*

Rewards

Statutory Awards Programs

The Texas Successful Schools Awards System (TSSAS), first administered by the Texas Education Agency in 1991-92, was not funded for the 1996 / 97 biennium. Instead, new legislation (Texas Education Code §21.357) authorizing the Principal performance Incentive Program was funded with \$5 million to reward principals of campuses with performance gains. Funding for financial awards based upon future accountability system performance has yet to be determined by the 75th Legislature.

Excellence Exemptions

Texas Education Code §39.112 automatically exempts districts and campuses rated *Exemplary* from some statutes and rules. The exemptions remain in effect until the commissioner of education determines that achievement levels of the district or campus have declined, or the district or campus rating changes.

Statute lists a number of areas in law and regulation to which the exemption **does not** apply. These include criminal behavior, due process, federal and state program requirements, the curriculum essential skills and knowledge, extra-curricular activities, and employee rights and benefits. (See *Texas Education Code* §39.112 for a complete list.) Under specific circumstances the commissioner may exempt a campus from class size limits for elementary grades. The statute is provided in Section XIII, *Appendices*.

The Texas Education Agency Office of Accountability and School Accreditation is available to answer inquiries on how to benefit from these statutory exemptions.